



2000 Pocketbook of Goals and Results for Individuals with Disabilities

*Working to ensure
equal
opportunities and
excellence in
service provision
and results*

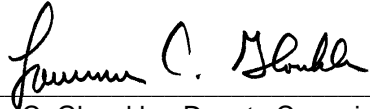
*The University of the State of New York
The State Education Department
Office of Vocational and Educational Services for Individuals with Disabilities
web.nysed.gov/vesid/*



2000 Pocketbook of Goals and Results for Individuals with Disabilities

The Individuals with Disabilities Education Act (IDEA) requires states to report to the public on the assessment of performance of students with disabilities. In August 1996, we published key indicators from our strategic plan in the first edition of this *Pocketbook*. We have republished this booklet each year to ensure that you are kept informed of progress in improving results.

More detailed information on how individual school districts are doing in key performance areas, compared to other school districts and to the established statewide standards, is available in the *Performance Report of Educational and Vocational Services and Results for Individuals with Disabilities, 1998–1999*. If you would like to receive a copy of this report or find other information about VESID and its strategic plan, access our web site at: <http://www.nysed.gov/vesid/vesid.html>.



Lawrence C. Gloeckler, Deputy Commissioner
Vocational and Educational Services for Individuals with Disabilities

2000 Pocketbook of Goals and Results for Individuals with Disabilities

*Working to ensure
equal
opportunities and
excellence in
service provision
and results*

*The University of the State of New York
The State Education Department
Office of Vocational and Educational Services for Individuals with Disabilities
www.nysed.gov*

September 2000



THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D.	Elmira
DIANE O'NEILL MCGIVERN, <i>Vice Chancellor</i> , B.S.N., M.A., Ph.D.	Staten Island
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D.	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Peru
ROBERT M. BENNETT, B.A., M.S.	Tonawanda
ROBERT M. JOHNSON, B.S., J.D.	Lloyd Harbor
ANTHONY S. BOTTAR, B.A., J.D.	Syracuse
MERRYL H. TISCH, B.A., M.A.	New York
ENA L. FARLEY, B.A., M.A., Ph.D.	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
RICARDO E. OQUENDO, B.A., J.D.	Bronx
ARNOLD B. GARDNER, B.A., LL.B.	Buffalo
CHARLOTTE K. FRANK, B.B.A., M.S.Ed., Ph.D.	New York
HARRY PHILLIPS, 3 rd , B.A., M.S.F.S.	Hartsdale

**President of The University and
Commissioner of Education**
RICHARD P. MILLS

Chief Operating Officer
RICHARD H. CATE

**Deputy Commissioner for
Vocational and Educational
Services for Individuals
with Disabilities**
LAWRENCE C. GLOECKLER



Mission of the New York State Board of Regents and its State Education Department

To raise the knowledge, skill and opportunity of all the people in New York.



Mission of the New York State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID)

To promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protections to which they are entitled; assure appropriate continuity between the child and adult services systems; and provide the highest quality vocational rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and to live independent, self-directed lives.



Department Vision and Goals

The New York State Board of Regents and the State Education Department will provide leadership for a system that yields the best educated people in the world. Progress will be evaluated based on six goals:

1. All students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world.
2. All educational institutions will meet Regents high performance standards.
3. The public will be served by qualified, ethical professionals who remain current with best practice in their fields and reflect the diversity of New York State.
4. Education, information and cultural resources will be available and accessible to all people.
5. Resources under our care will be used or maintained in the public interest.
6. Our work environment will meet high standards.



VESID's Strategic Plan

We all learn to become independent, contributing members of society, and to participate within our communities through educational and social experiences with our peers. This is true for people with or without disabilities, whether they are preschoolers, school-age children or adults. As stated in the Rehabilitation Act of 1992, disability is a natural part of the human experience and in no way diminishes the right of individuals to:

- ▼ live independently;
- ▼ contribute to society;
- ▼ pursue meaningful careers;
- ▼ enjoy self-determination;
- ▼ make choices; and
- ▼ enjoy integration in the economic, political, social, cultural and educational mainstream of American society.

VESID's strategic plan is based upon these principles. Progress is evaluated based on six goals which are presented, with data summaries, in the following pages of this *Pocketbook*. The latest available data are included.



Positive Trends

- For the fifth consecutive year, increasing numbers of preschool children and school-age students with disabilities are learning in integrated settings (i.e., settings which include nondisabled students). In 1998-99, 52.2 percent of preschool children were provided special education services in integrated settings, an increase of 7.1 percentage points over the previous year. The percent of school-age students with disabilities who spent 80 percent or more of their school-day in general education classes increased from 43.2 percent to 44.7 percent. Also, the percent of school-age students educated in separate settings (i.e., attended by students with disabilities only) decreased from 9.1 percent in 1997-98 to 8.9 percent in 1998-99.
- In 1998-99, fewer school districts placed more than 15 percent of students with disabilities in separate educational settings (47) compared to the previous year (59).
- Compared to the previous two years, in 1998-99 there was a significant increase in the numbers of students with disabilities who took the Regents examinations in English, Mathematics Course I, Global Studies, U.S. History and Government and Biology.



Positive Trends (continued...)

- Compared to the previous year, there was an increase in the percent of average grade enrollment of students with disabilities in grades 9 through 12 who achieved a score of 55 or higher on each of the five Regents examinations.
- Over the three-year period from 1996-97 to 1998-99, there has been a steady increase in the number of special education students planning to attend postsecondary education, from 35 percent to 41 percent.
- Individuals with disabilities placed in jobs by VESID in State fiscal year 2000 represent \$213 million in annualized first year earnings and \$22.7 million in public assistance savings.



Opportunities for Improvement

- The percent of school-age students classified as needing special education services increased from 11.7 percent in 1997-98 to 11.8 percent in 1998-99.
- Even with improvement in the percent of students with disabilities educated in separate education settings from 9.1 percent in 1997-98 to 8.9 percent in 1998-99, New York State remains significantly above the 1997-98 national average of 4.1 percent. New York State also places significantly fewer students in general education classes for 40 to 79 percent of the school day compared to the national average (12.9 percent in New York in 1998-99, compared to 29.0 percent nationally in 1997-98).
- A wide gap exists between the performance of students receiving special education services and their nondisabled peers. On the Grade 4 and 8 English Language Arts and Mathematics examinations, low percentages of students with disabilities performed at or above Level 3 on each examination, ranging from 7.9 percent on Grade 8 Mathematics to 35.9 percent on Grade 4 Mathematics.



Opportunities for Improvement (continued...)

- Even though there was an improvement in the percentage of students with disabilities who earned Regents Diplomas (from 5.1 percent in 1997-98 to 6.1 percent in 1998-99), very few students with disabilities earned Regents Diplomas, compared to Local High School Diplomas. In 1998-99, 56.6 percent earned Local High School Diplomas, while 6.1 percent earned Regents Diplomas.
- The dropout rate for students with disabilities increased to 6.8% in 1998-99 from 5.6% in 1997-98.
- Even though increasing numbers of students with disabilities took each Regents examination, the percentage of average grade enrollment of students with disabilities tested is significantly lower than general education students. For example, 26.8 percent of the average grade enrollment of students with disabilities in grades 9 through 12 took the English Regents examination compared to 97 percent of general education students.
- Compared to the percent of minority students in the total state enrollment, a greater percentage of minority students are identified as disabled and compared to the settings in which all students with disabilities are placed, a greater percentage of minority students are placed in more restrictive settings.



Goal #1: Students receiving special education services will meet high educational standards.

Four key performance indicators established for this goal are to:

1. Increase the percentage of students earning Regents, Local or High School Equivalency Diplomas.

Objective: *80% of students receiving special education services who complete secondary education will exit with a Regents, Local or High School Equivalency Diploma.*

Note: This objective may be revised based on new diploma requirements.

2. Decrease the percentage of students dropping out.

Objective: *Decrease the percent of students receiving special education services who drop out before exiting with a Regents, Local, High School Equivalency, Individualized Education Program Diploma or Local Certificate.*



3. Enhance participation and performance in the State testing program.

Objective: *Increasing percentages of students with disabilities will score at or above Level 3 and decreasing percentages of students will perform at Level 1 on the Grades 4 and 8 English Language Arts and Mathematics examinations.*

Objective: *Increasing percentages of students with disabilities will participate in the Regents examinations required for graduation and increasing percentages will pass those examinations.*

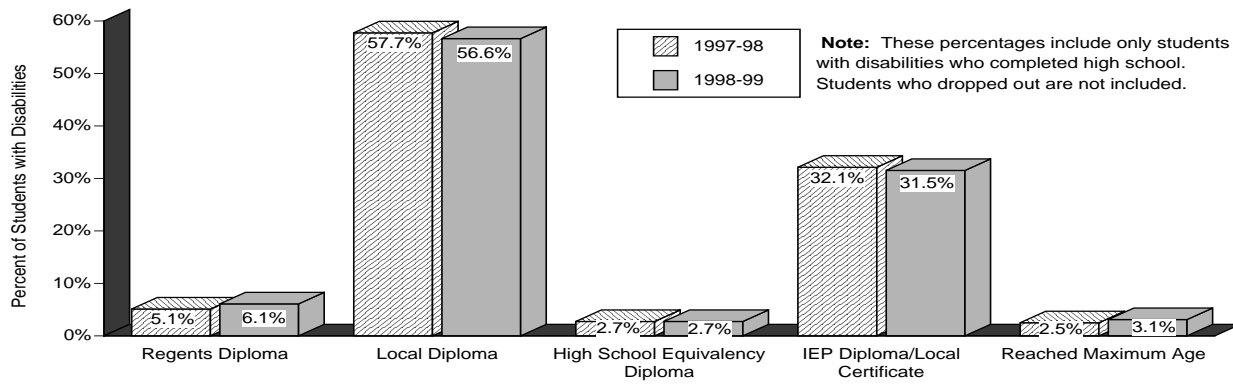
Note: This objective may be revised based on trend data.

4. Enhance participation and performance in Workforce Preparation Programs.

Objective: *Students receiving special education services and participating in Occupational Education Programs will pass occupational education proficiency examinations at the same rate as their nondisabled peers.*

Note: This objective may be revised based on trend data.

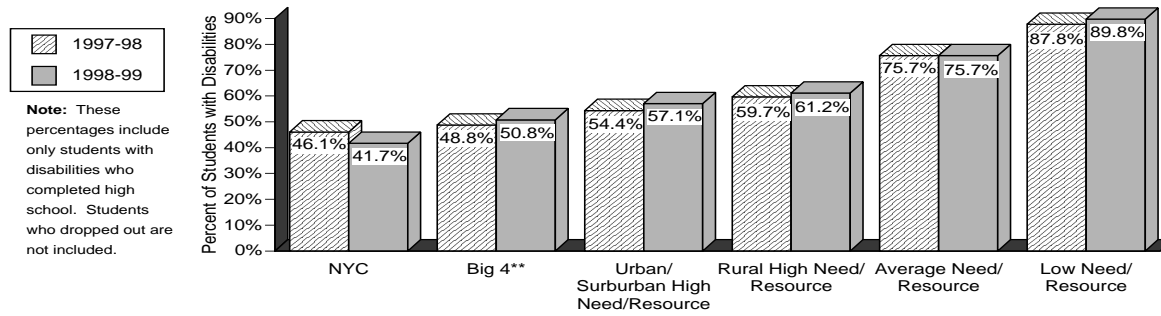
Percentages of Students with Disabilities Earning Regents, Local, or High School Equivalency Diplomas



In 1998-99, 65.4% of students with disabilities who completed secondary education earned a high school diploma.



Percentages of Students with Disabilities Earning High School Diplomas by Need/Resource* Capacity of School Districts 1997-98 and 1998-99



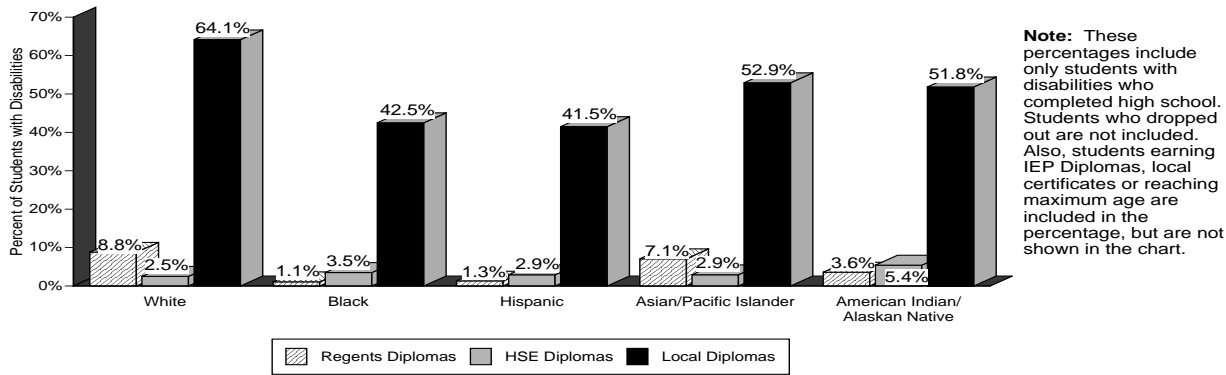
Note: These percentages include only students with disabilities who completed high school. Students who dropped out are not included.

Need** is defined by a weighted average of the 1991 kindergarten through grade 6 percent free/reduced price lunch percentage and the 1990 Census poverty percentage. **Resources** are defined as the ratio of district wealth per pupil to State average wealth per pupil. *Big 4:** Buffalo, Syracuse, Rochester, Yonkers.

Students with disabilities in wealthy districts (low need/relative to resources) earn high school diplomas at a significantly higher rate than students in districts with higher needs/relative to resources.



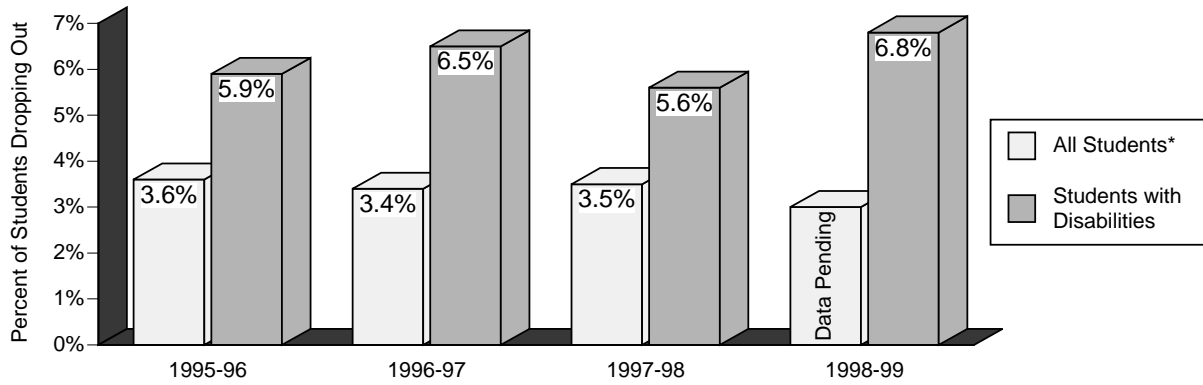
Percentage of Students with Disabilities Earning Regents, Local or High School Equivalency Diplomas by Race/Ethnicity



Greater percentage of White students with disabilities earned high school diplomas compared to other racial/ethnic groups.

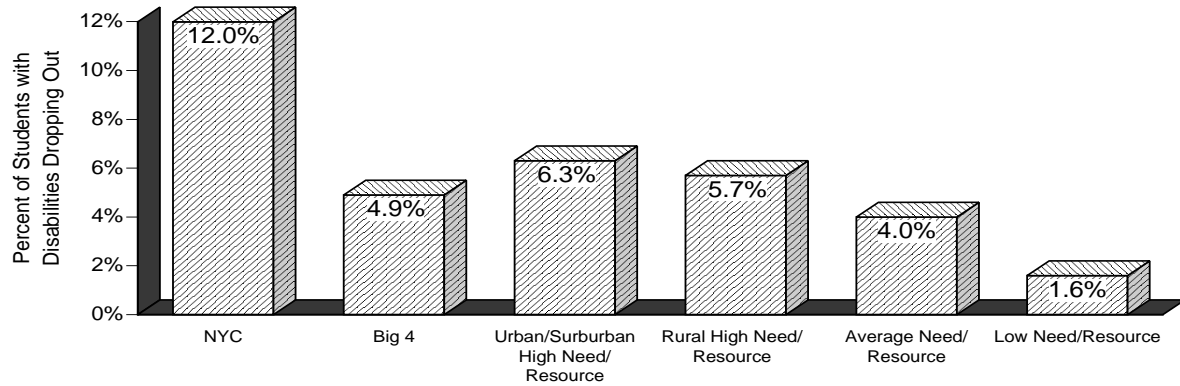


Percentages of Students with Disabilities Dropping Out Based on Enrollment of Students with Disabilities, Ages 14-21



*Dropout rate for all students is the number of students who dropped out in one year divided by the enrollment of students in grades 9-12 (including a portion of students with disabilities in ungraded classrooms).

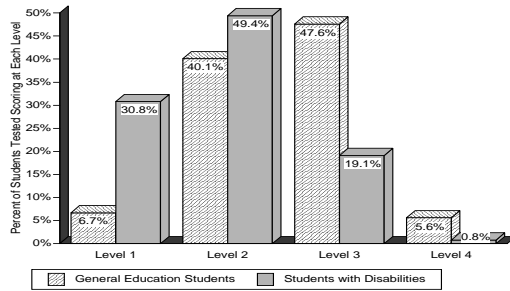
Percentages of Students with Disabilities Dropping Out Based on Need/Resource Capacity Category of School Districts, 1998-99



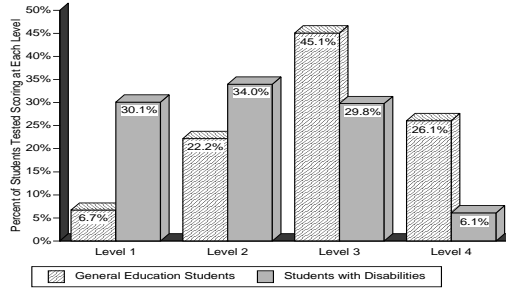
Students with disabilities in wealthy districts (low need/relative to resources) drop out of school at a significantly lower rate (1.6%) than students in school districts with greater needs relative to resources.

Grade 4 English Language Arts and Mathematics Examinations – Public and Nonpublic Schools – 1999*

Grade 4 English Language Arts (ELA) Examination



Grade 4 Mathematics Examination

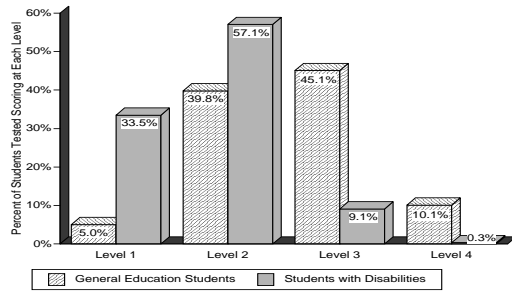


* Performance at or above Level 3 indicates the students are making sufficient progress towards achieving the Regents higher standards.

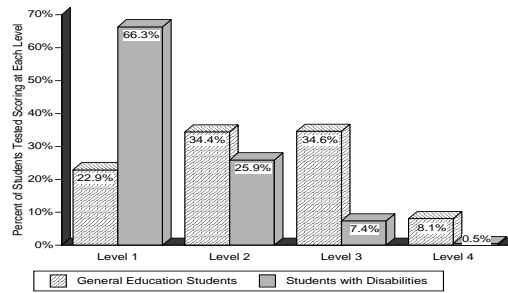
On the Grade 4 ELA examination, 19.9 percent of students with disabilities scored at or above Level 3 compared to 53.2 percent of general education students. Also, 35.9 percent of students with disabilities scored at or above Level 3 on the Grade 4 Mathematics examination, compared to 71.2 percent of general education students.

Grade 8 English Language Arts and Mathematics Examinations – Public and Nonpublic Schools – 1999*

Grade 8 English Language Arts (ELA) Examination



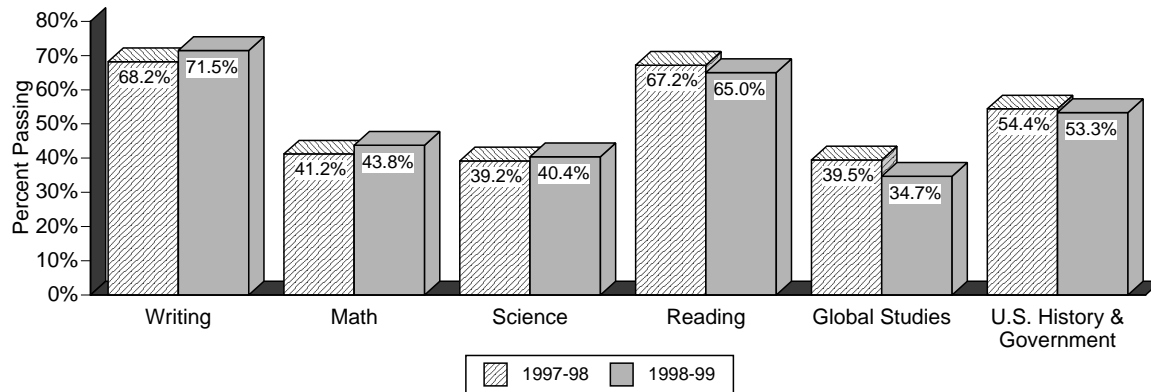
Grade 8 Mathematics Examination



* Performance at or above Level 3 indicates the students are making sufficient progress towards achieving the Regents higher standards.

On the Grade 8 ELA examination, 9.4 percent of students with disabilities scored at or above Level 3 compared to 55.2 percent of general education students. Also, 7.9 percent of students with disabilities scored at or above Level 3 on the Grade 8 Mathematics examination, compared to 42.7 percent of general education students.

Students with Disabilities Performance on Regents Competency Tests

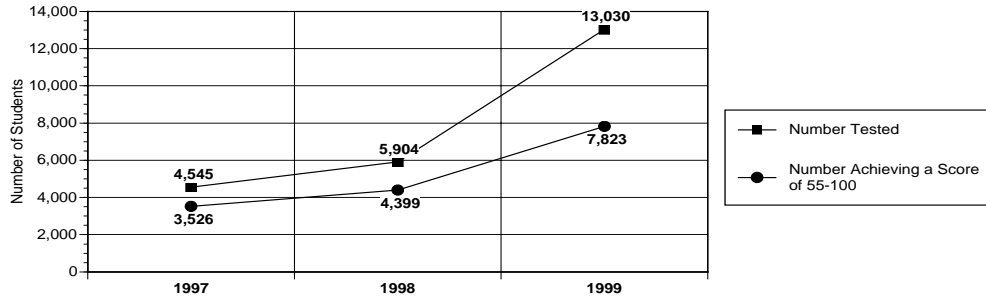


In 1998-99, student performance improved in Writing, Mathematics and Science. Performance declined in Reading, Global Studies and U.S. History and Government.



English Regents Examination (Levels of Performance of Students with Disabilities, 1996-97 – 1998-99)

Students with Disabilities Regents Examination in English
Trends in Number Tested and Number Scoring 55-100
All Schools

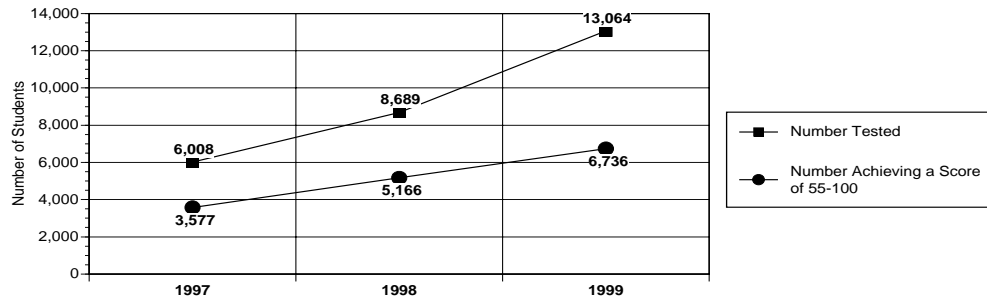


Compared to 1997, in 1999 a 187% increase was achieved for the number of students with disabilities tested for the Regents Examination in English. More students with disabilities passed the examination in 1999 than took it in 1997.



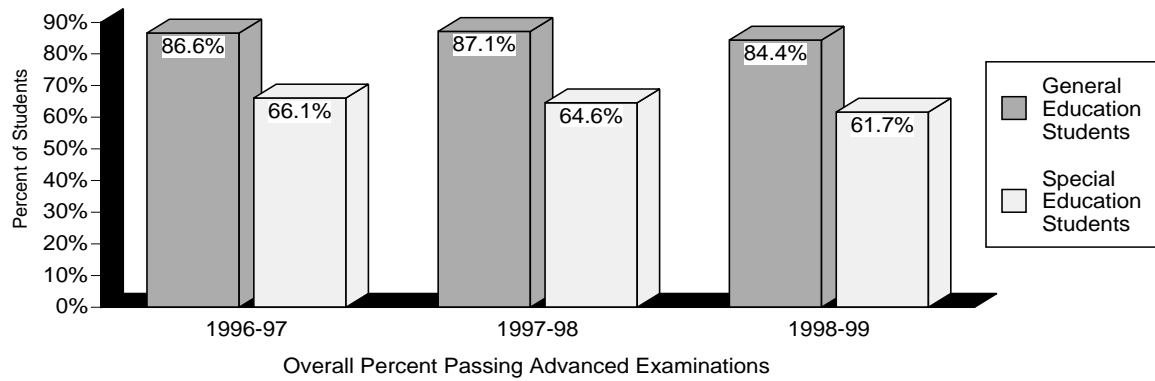
Sequential Mathematics Course I Regents Examination (Levels of Performance of Students with Disabilities, 1996-97 – 1998-99)

Students with Disabilities Regents Examination in Mathematics – Course I
Trends in Number Tested and Number Scoring 55-100
All Schools



Compared to 1997, in 1999 a 117% increase was achieved for the number of students with disabilities tested for the Regents Examination in Mathematics Course I. More students with disabilities passed the examination in 1999 than took it in 1997.

Advanced Occupational Education Examinations (Levels of Performance of Students with Disabilities, 1998-99)



The difference between the passing rate of special education and general education students on advanced occupational education examinations from 1996-97 to 1998-99 increased by 2.2% in 1998-99.



Goal #2: Students with disabilities will be integrated with their nondisabled peers throughout their educational experience.

Five key performance indicators established for this goal are to:

1. Increase the percentage of preschool students with disabilities receiving special education services in settings which include nondisabled children.

Objective: The percentage of preschool students receiving special education services (pursuant to Section 4410 of Education Law) in integrated settings will approximately equal the percentage of school-age students in integrated settings.

2. Increase the percentage of school-age students with disabilities receiving services in general education buildings.

Objective: The percentage of school-age students with disabilities receiving services in general education buildings will reach the national average.



Goal #2: Integration (continued...)

3. Increase the percentage of school-age students with disabilities receiving special education services in general class placements*.

Objective: *The percentage of school-age students with disabilities in general education classrooms will exceed the national average.*

4. Classify fewer students as needing special education services.

Objective: *The percentage of school-age students classified and provided special education services will decrease.*

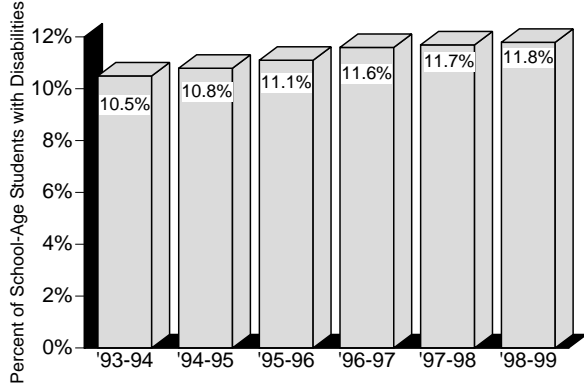
5. Increase the percentage of school-age students with disabilities participating in occupational education programs.

Objective: *The percentage of students receiving special education services and who participate in occupational education programs will be equal to the percentage of their nondisabled peers participating in such programs.*

* General class is the provision of services with general education students for 80% to 100% of the school day.

Note: This objective will be revised to reflect revised data analysis.

Classification Rates for School-Age Students with Disabilities (Ages 4-21) in NYS



1993-94:

333,743 students with disabilities; 3,168,546 total students

1994-95:

346,530 students with disabilities; 3,207,125 total students

1995-96:

362,202 students with disabilities; 3,255,765 total students

1996-97:

380,320 students with disabilities; 3,290,150 total students

1997-98:

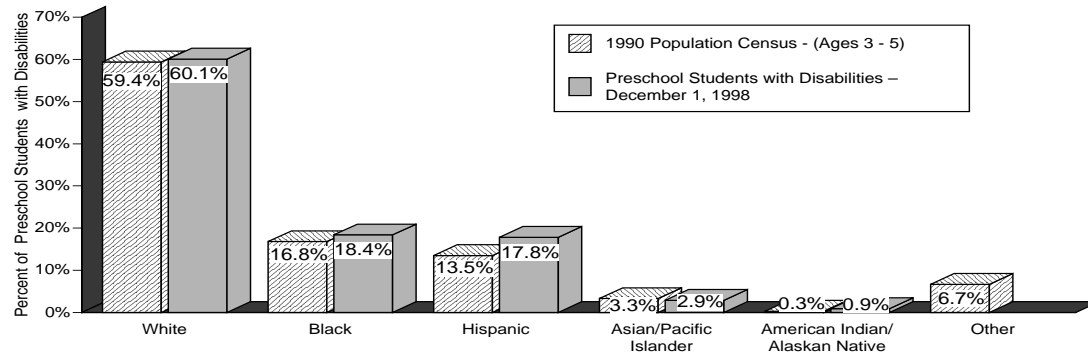
389,887 students with disabilities; 3,342,359 total students

1998-99:

398,920 students with disabilities; 3,375,530 total students

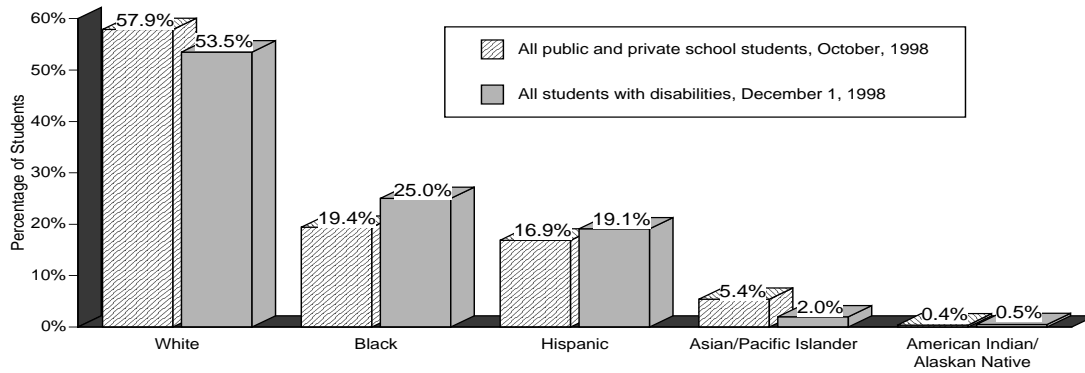
Increasing numbers of students are being classified as needing special education services.

Race/Ethnicity of Preschool Students with Disabilities



More Black, Hispanic and American Indian/Alaskan Native children were identified as preschool students with disabilities compared to their representation in the 1990 population census for ages 3-5.

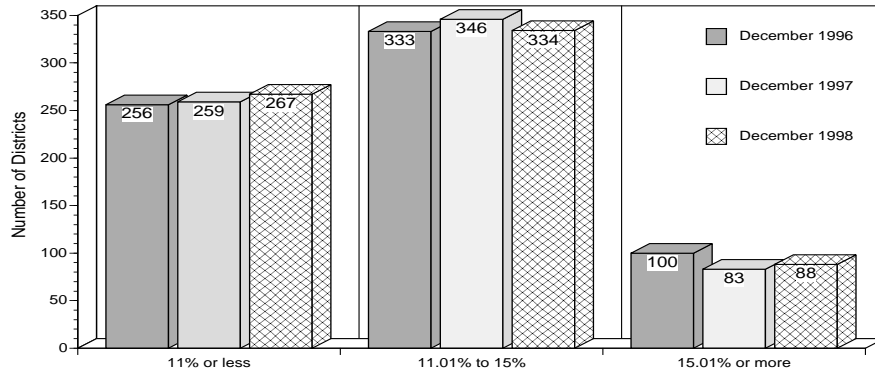
Race/Ethnicity of School-Age Students



School districts classified more Black, Hispanic, or American Indian/Alaskan Native students as students with disabilities compared to their representation in the total school population.

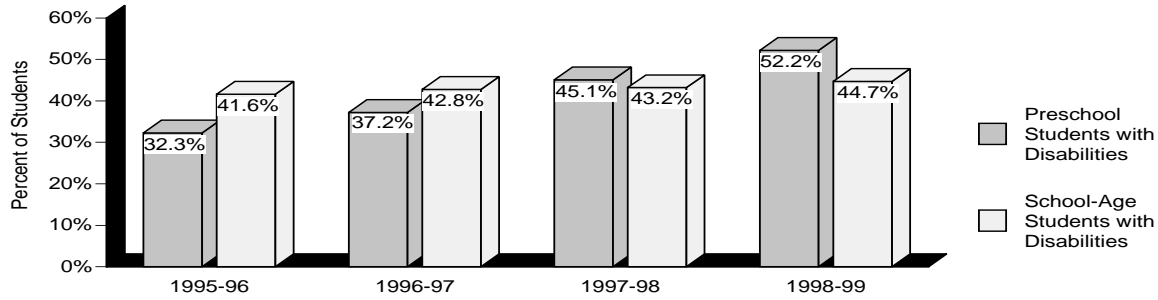


Classification Rates for School-Age Students with Disabilities



As of December 1998, 88 school districts classified more than 15% of their students as needing special education services.

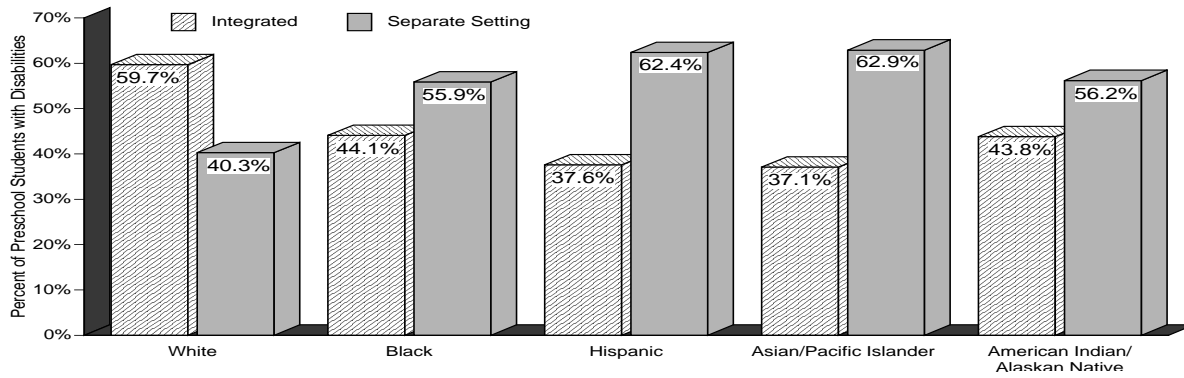
Percentages of Students with Disabilities Receiving Special Education Services in Integrated Settings



Integrated settings for preschool students with disabilities are defined as special education services at home, or in typical early childhood programs on a part-time or full-time basis.
Integrated settings for school-age students with disabilities are defined as special education services in general education classes for 80% or more of the school day.

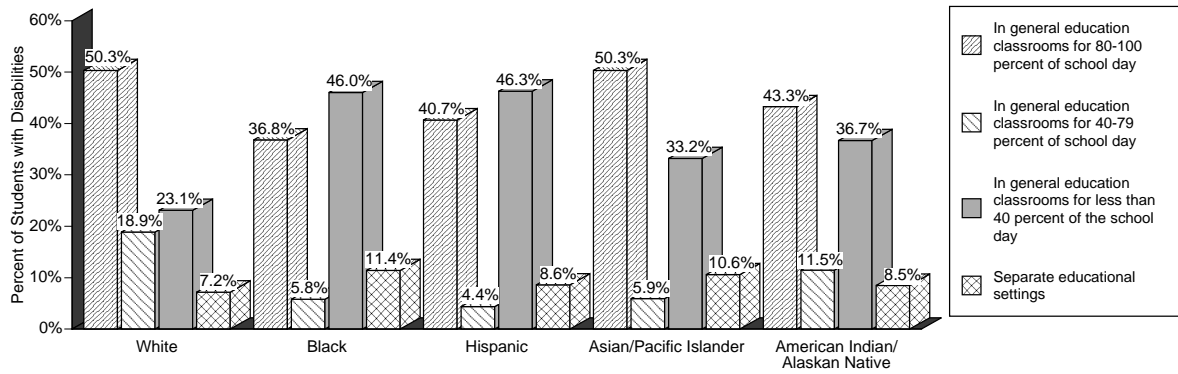
Majority of preschool students with disabilities are receiving special education services in integrated settings.

Integration of Preschool Students with Disabilities by Race/Ethnicity



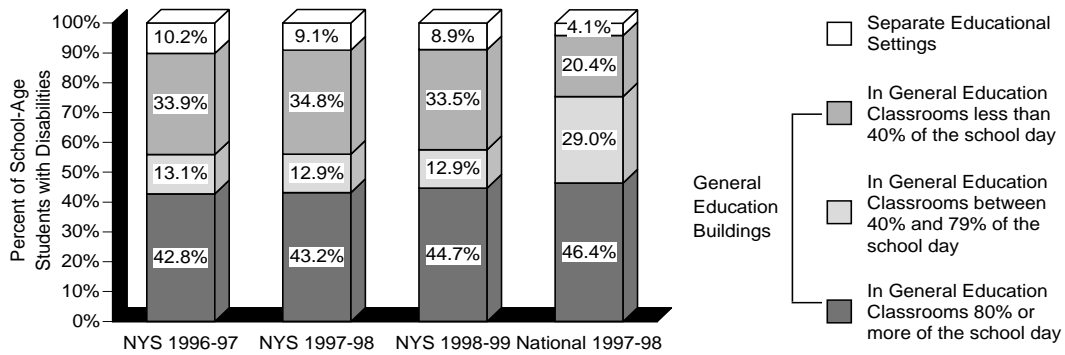
In 1998-99, lower percentages of minority preschool children with disabilities were served in natural or integrated settings compared to the State average (52.2%).

Placement of School-Age Students with Disabilities by Race/Ethnicity



Greater percentages of Black and Hispanic students with disabilities were in general education classrooms for less than 40% of the school day or in separate education settings than were other racial/ethnic groups.

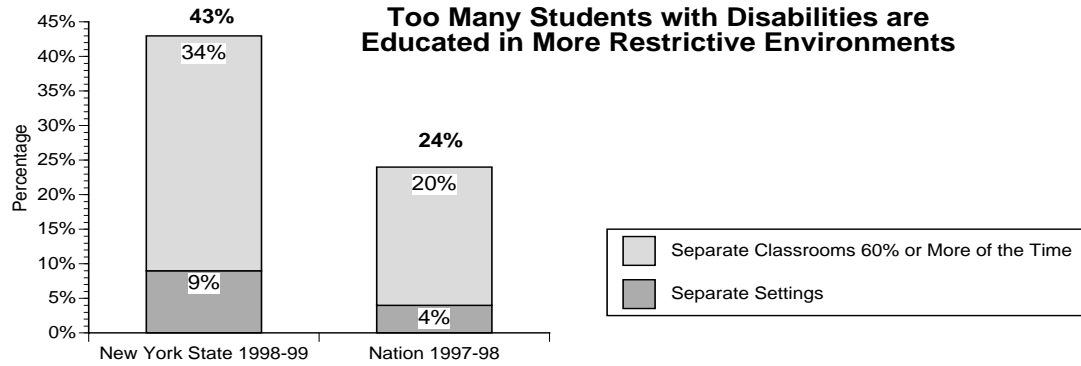
Percentages of School-Age Students with Disabilities by Types of Educational Settings



A smaller percentage of school-age students with disabilities were educated in separate educational settings, continuing a three year downward trend. However, more than twice the percentage of students with disabilities were educated in separate settings in New York State than the national average.

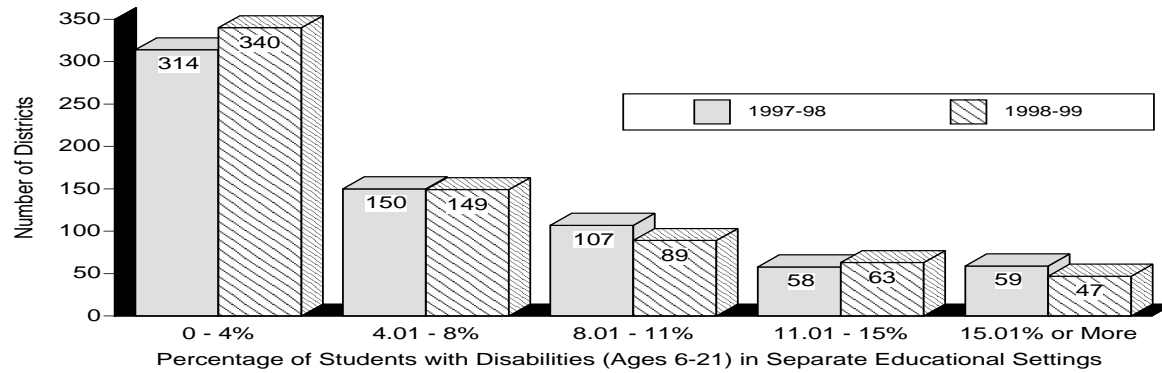


Special Education Placements - New York State and the Nation



More special education students are separated from their nondisabled peers in New York State than the nation. (Nationally, 20% of students with disabilities are in separate classes for 60% or more of the day, compared to 34% in New York, and nationally, only 4% are in separate education settings, compared to 9% in New York.)

Public School District Placements of Students with Disabilities in Separate Educational Settings



Many students with disabilities were educated in separate settings away from their peers without disabilities. In 1998-99, fewer school districts had more than 15% of their students with disabilities receiving special education services in separate sites than in 1997-98.



Goal #3: Individuals with disabilities will participate successfully in postsecondary education.

Two key performance indicators established for this goal are to:

1. Increase the percentage of individuals with disabilities in postsecondary education programs*.

Objective: The percentage of individuals with disabilities enrolled in postsecondary education programs will increase.

Objective: The percentage of students with disabilities receiving special education services who transition to postsecondary education will increase.

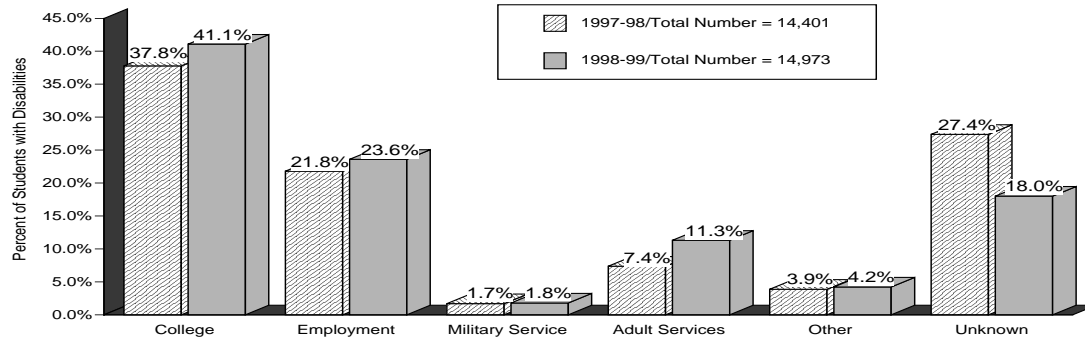
2. Increase the percentage of individuals with disabilities sponsored by VESID in postsecondary education programs obtaining jobs.

Objective: The percentage of VESID-sponsored individuals with disabilities who obtain jobs will increase.

* Includes higher education, adult education, Tech Prep, and proprietary programs



Postsecondary Plans of Students with Disabilities Who Completed High School*

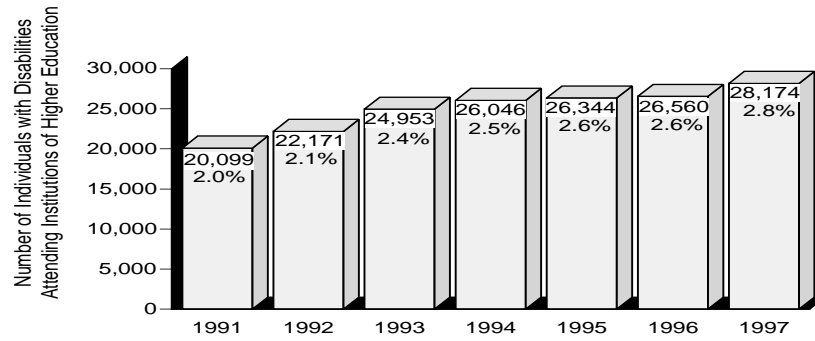


* Plans of students with disabilities who dropped out are not included in these calculations.

There are steady increases in the percentages of students with disabilities planning to enter postsecondary education and employment. There is a significant decrease in the percentage of students whose post-school plans are unknown to their school districts.



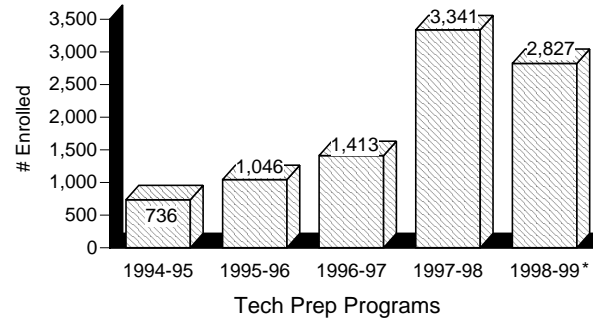
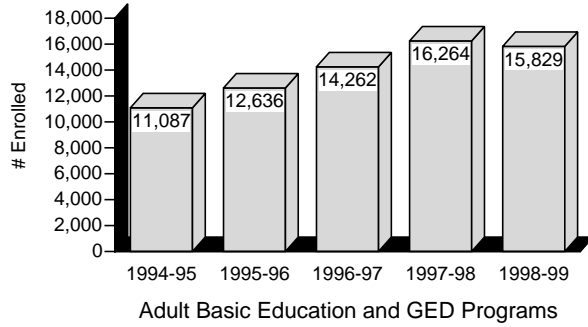
Enrollment of Individuals with Disabilities in Higher Education Programs*



* The data represented are the latest data available at the time this publication was printed.

The number and percentage of self-identified individuals with disabilities who attend institutions of higher education continue to increase every year.

Enrollment of Individuals with Disabilities in Other Postsecondary Education Programs

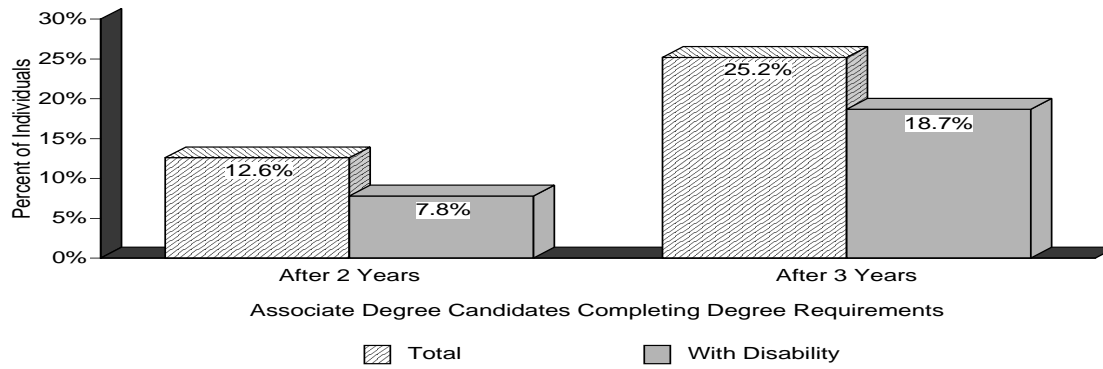


* Reporting period reflects June, 1998 through July, 1999, and stricter controls were instituted to ensure unduplicated counts.

The number of individuals with disabilities participating in adult education and Tech Prep programs has decreased slightly (combined secondary and postsecondary education program leading to a two-year certificate or associate degree).



Percentage of Fall 1994 Associate Degree Entrants Who Graduated After Two Years and Three Years*

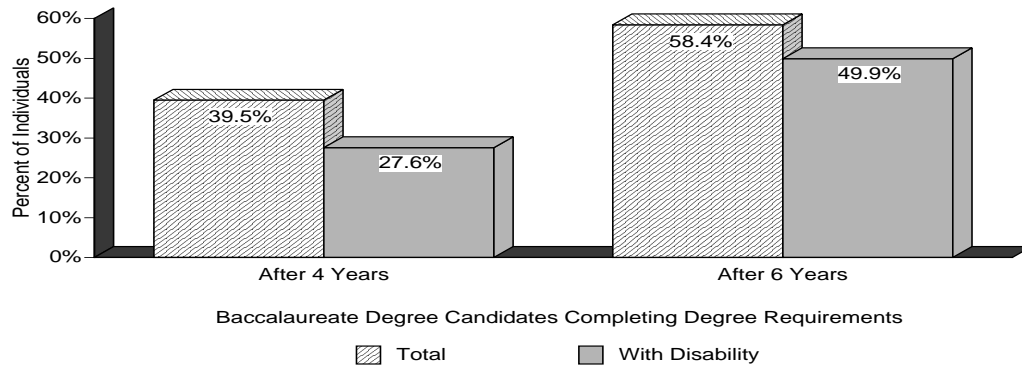


* The data represented are the latest data available at the time this publication was printed.

The percentage of individuals with disabilities who completed the associate degree requirements in two years and three years decreased as compared to all degree entrants in Fall 1994.



Percentage of Fall 1991 Baccalaureate Degree Entrants Who Graduated After Four Years and Six Years*



* The data represented are the latest data available at the time this publication was printed.

A higher percentage of individuals with disabilities were able to complete baccalaureate degree requirements in six years than in four years.



Goal #4: Individuals with disabilities will be employed in integrated work settings.

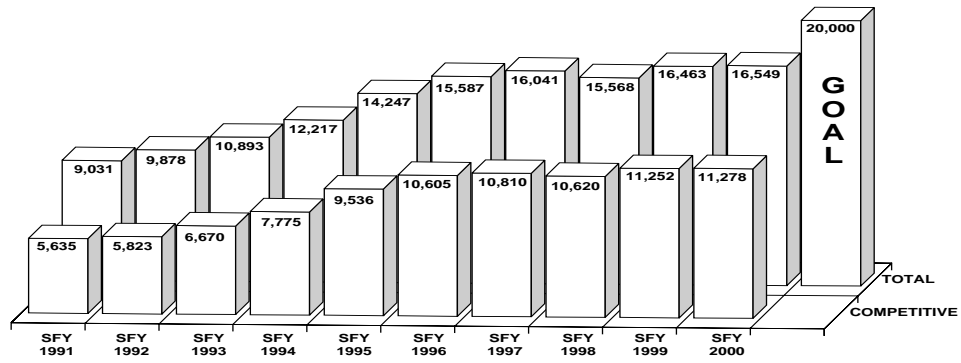
A key performance indicator established for this goal follows:

Increase the percentage of individuals with disabilities served by VESID placed in integrated job settings.

Objective: *Place 20,000 individuals in jobs annually, with an increasing proportion placed in integrated settings.*



Job Placements for VESID Consumers



In State Fiscal Year (SFY) 2000, the number of individuals placed in jobs increased slightly from the previous year. The number of competitive placements also increased slightly to 11,278, which is more than the total number of placements in SFY 1993 (10,893).



Goal #5: All services for which VESID has responsibility will be cost effective.

Two key performance indicators established for this goal are to:

1. Improve results for previous goals in a cost-effective manner.

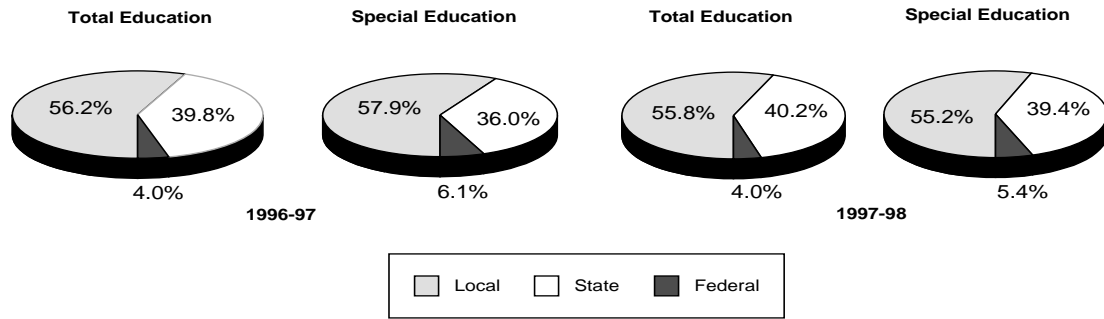
Objective: Improved results will be achieved for goals 1 to 4 (Standards, Integration, Postsecondary Education and Employment) at the same or lower cost.

2. Increase fiscal benefit to New York State.

Objective: Increase savings in public assistance costs and increase annualized first-year earnings of individuals obtaining employment.



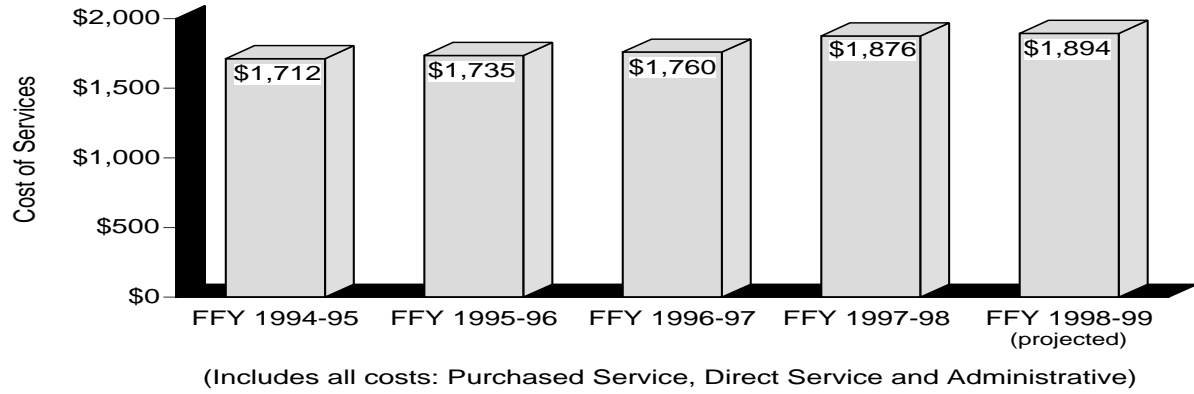
General and Special Education Revenue Sources



The percent of State revenue used to fund special education services has increased by 3.4 percentage points since last year. The federal share has decreased by 0.7 percentage point, and the local share has decreased by 2.7 percentage points.



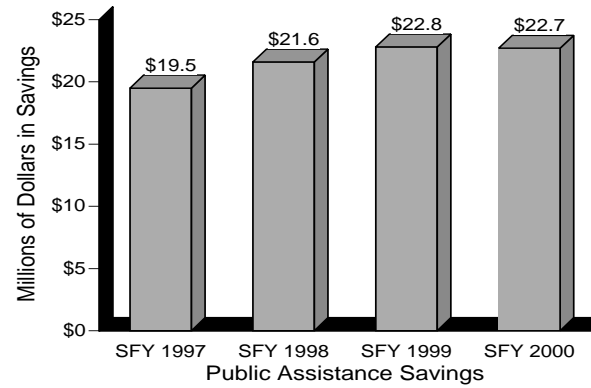
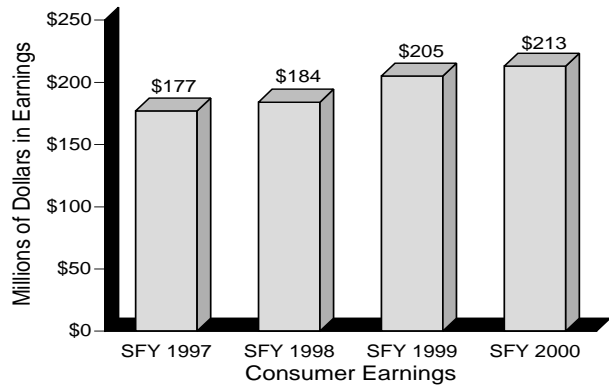
Average Annual Cost Per VESID Consumer for Vocational Rehabilitation Services



The cost of services in 1998-99 has increased by 1% over last year.



Savings in Public Assistance and Earnings of VESID Consumers Obtaining Employment



In SFY 2000, individuals with disabilities placed in jobs by VESID represent \$213 million in annualized first year earnings and \$22.7 million in public assistance savings.



Goal #6: All services for which VESID has responsibility will meet high standards and continuously improve.

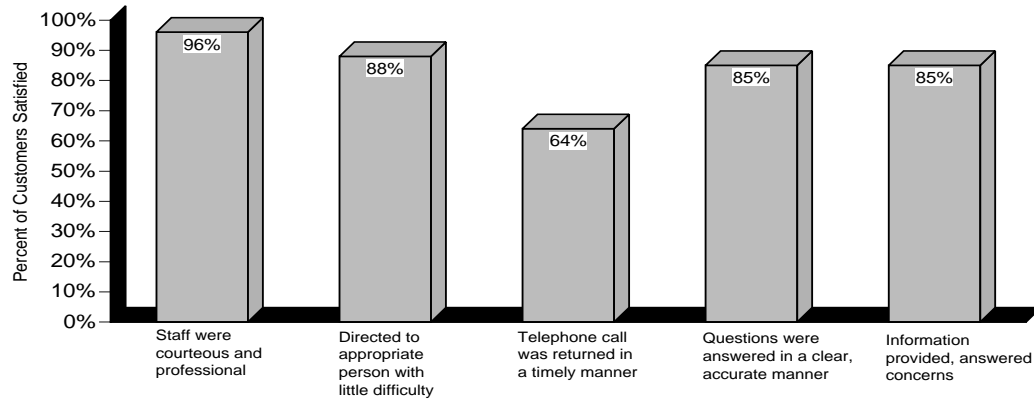
A key performance indicator established for this goal follows:

Increase customer satisfaction with VESID services and products.

Objective: *Customer satisfaction will continuously improve.*



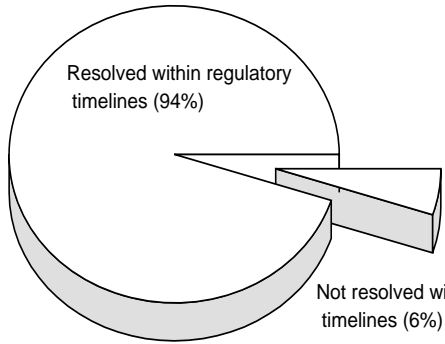
Customer Satisfaction with VESID Special Education Services (1998-99 School Year)



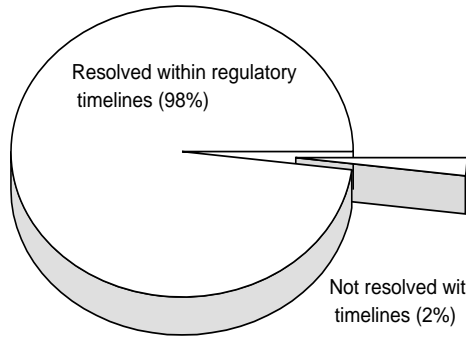
During the 1998-99 School Year, VESID conducted a customer satisfaction survey designed to identify and improve ways in which services related to special education are provided.



Timeliness of Special Education Complaint Management and Resolution (July 1, 1997 through June 30, 1999)



July 1, 1997 through June 30, 1998



July 1, 1998 through June 30, 1999

During the 1998-99 school year, regional special education staff resolved 98% of all complaints within the regulatory timelines, an increase of 4 percentage points from the previous year.

90-34655
90-174 PM

Detach here

Access the following websites
to obtain information on
programs and services

▶
www.nysed.gov

- Current Publications
- Programs and Services
- Directories

▶
www.nysed.gov/emsc

- NYS Report Cards
- School Improvement
- Graduation Requirements
- Learning Standards
- Assessment

▶
www.ed.gov/initiatives/americanreads/nichd.html

- National Institute of Child Health and Human Development (NICHD)

▶
www.nyspartnersforchildren.org

- Clearinghouse on Collaboration
- Community Outcomes Data

▶
ideadata.org

- National data, collected by USDOE

▶
Continued

WEBSITES

Detach here

Access the following websites
to obtain information on
programs and services -
continued

▶ www.nysed.gov/vesid

- Special Education
- Transition Information
- Vocational Rehabilitation District Office Information
- NYS School for the Blind (Batavia, NY)
- NYS School for the Deaf (Rome, NY)

▶ www.ed.gov/offices/osep/index.html

- Office of Special Education Programs (OSEP)
- Rehabilitation Services Administration (RSA)
- National Institute on Disability and Rehabilitation Research (NIDRR)

▶ www.dsscc.org/frc/frc1.htm

- The Federal Resource Center For Special Education

WEBSITES



New York State Education Department
Albany, New York 12234

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Albany, NY
Permit No. 293

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234. Requests for additional copies of this publication may be made by contacting VESID-One Commerce Plaza, Room 1624, Albany, NY 12234.